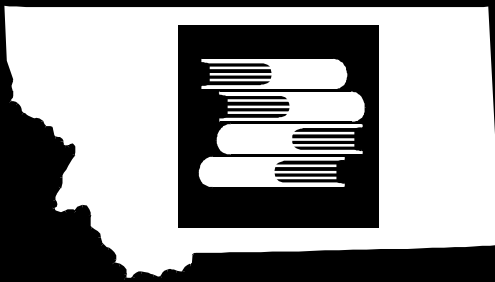


Grade 8

Grade 8

Montana A.A.S.



Montana
Alternate
Assessment
Scale

March 2002

Directions for Administration And Rating Scales

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Table of Contents

Overview of Alternate Assessment Scale	2
Directions for Administration	3
Coding the Test Answer Document	7
Routing Alternate Assessment Scale Materials.....	11
 Communication Arts - Reading Scales	 12
Scale 1: Novice Extension	12
Scale 2: Novice	14
Scale 3: Nearing Proficiency	16
Scale 4: Proficient.....	18
Scale 5: Advanced	20
 Communication Arts - Writing Scales	 22
Scale 1: Novice Extension	22
Scale 2: Novice.....	24
Scale 3: Nearing Proficiency	26
Scale 4: Proficient.....	28
Scale 5: Advanced.....	30
 Mathematics Scales.....	 32
Scale 1: Novice Extension.....	32
Scale 2: Novice.....	34
Scale 3: Nearing Proficiency	36
Scale 4: Proficient.....	38
Scale 5: Advanced.....	40
 Social Studies Scales	 42
Scale 1: Novice Extension	42
Scale 2: Novice.....	44
Scale 3: Nearing Proficiency	46
Scale 4: Proficient.....	48
Scale 5: Advanced.....	50
 Science Scales	 52
Scale 1: Novice Extension	52
Scale 2: Novice.....	54
Scale 3: Nearing Proficiency	56
Scale 4: Proficient.....	58
Scale 5: Advanced.....	60

Overview of Alternate Assessment Scale

An alternate assessment is a method of measuring the performance of students unable to meaningfully participate in the statewide norm-referenced test (Thurlow, Elliott & Ysseldyke, 1998)¹. It is one of four test participation options available to ensure that *all* students in Montana are involved in statewide testing.

Who Should Take the Alternate Assessment?

Statewide testing occurs on an annual basis, focused on students in grades 4, 8, and 11 who are enrolled in an accredited Montana school. An alternate form of assessment is appropriate for a small percentage of students with disabilities and students with Limited

English Proficiency (LEP) who have received fewer than 3 years of instruction in English. Students who are reported as ungraded should be considered as placed in the grade most closely matching their chronological age.

Structure and Organization of the Alternate Assessment Scale

The Alternate Assessment Scale is a skill checklist derived from performance standards in Montana's Standards Framework. It includes mathematics, science, reading, language arts, and social studies. In each of these subjects, a set of extended performance standards have been added to broaden the spectrum of skills encompassed by the Montana Standards

Framework. This addition makes it possible to assess the performance students with disabilities and Limited English proficiency whose instructional program emphasizes more basic skills that provide a foundation for performance in all the curricular content areas, as well as those who are performing within the scope of the grade-level curriculum.

¹Thurlow, M. L., Elliott, J. L., & Ysseldyke, J. E. (1998). Testing students with disabilities. Practical strategies for complying with district and state requirements. Thousand Oaks, CA: Corwin Press.

Each subject area contains a list of performance standards that are organized within five levels of performance. The levels encompass skills that are differentiated by degrees of complexity as follows:

Novice Extension

Skills fall outside of the grade-level subject-area benchmarks. Students at this level are learning basic skills that provide a foundation for further growth and real-life application of these skills to increase student participation and independence in age-appropriate environments in the school and community.

Novice

Student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Nearing Proficiency

Partial mastery of the prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Proficient

Solid academic performance for each benchmark, reaching levels of demonstrated competence over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced

Superior performance.

Directions for Administration

The Alternate Assessment Scale should be completed by the individual most knowledgeable about a student's current abilities in the areas of mathematics, science, reading, language arts, and social studies. The individual designated as the test administrator will need to work with or consult with other team members to accurately rate student performance in the areas encompassed by the five performance scales. This may be particularly necessary at the secondary level, where different teachers have responsibility for each content area.

The Alternate Assessment Scale will be completed by the designated test administrator(s) during the same period of time that The Iowa Tests are being administered at your school. Each year, The Iowa Tests will be given sometime during the last three weeks of March. **In 2002, the testing window is March 11-29.** Within this window, the actual testing dates are determined within a school district.

It is helpful to review the various levels within each subject area to become familiar with the content and organization of the Scale. The Alternate Assessment Scale is formatted in a consistent manner across all subject areas. Test administrators should proceed through the scales in a sequential manner until a point is reached at which a student is unable to perform any of the items within a scale. If this point occurs prior to reaching the Advanced Scale, the test administrator should move on to the next subject area.

Evaluating Students on the Extended Performance Standards

The Extended Performance Standards are not a formal component of the Montana Standards Framework. As a result, a discrete set of benchmarks serving as a point of reference for rating each performance indicator has not been established. For purposes of the Alternate Assessment Scale, *sample* benchmarks are provided to exemplify a variety of ways in which a student might demonstrate mastery of a given performance standard. It is important to emphasize that the sample benchmarks are provided as *examples* to stimulate the rater's thinking about whether a student does, in fact, demonstrate a particular skill. This is a particularly important feature of the Alternate Assessment Scale, building flexibility into a system that must be capable of measuring the skills of students for whom traditional forms of assessment are limiting.

For each of the extended performance standards, circle the rating that accurately characterizes the student's present level of performance, based on the scoring guidelines below. Review the sample benchmarks, draw upon your knowledge of the student's performance in this subject area, and decide whether this skill is something the student is able to do. Score each item, using the following definitions.

SCORING KEY

IF A STUDENT HAS ...

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.

Score the item "N"

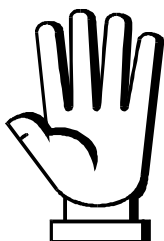
Space is provided at the end of each rating scale to add notes helpful to the team. Feel free to use this space to document data sources that support the student rating, relevant qualitative notes about student performance, or any other details that would be helpful

to maintain in the student's instructional record. The information written on these pages is for the team's use only. It is not submitted with the test answer document.

**Evaluating Students
Relative to Grade 8
Performance Standards**

The Montana Standards Framework contains performance standards that characterize student abilities at four levels of proficiency in each of the curriculum content areas. The standards established in the areas of reading, writing,

mathematics, social studies, and science are the source of the items in the remaining sections of the Grade 8 Alternate Assessment Scale.



It is very important that throughout the scoring process, you remember that the scales are sequenced in an order of increasing skill complexity. In the early stages of learning, the wording of the indicators describe initial stages of skill acquisition. Terms such as:

Randomly – Sometimes – Inconsistently – Usually
describe the inconsistency associated with early stages of learning.

USE CAUTION

WHEN SCORING

These words can create some confusion in the scoring process, particularly when you are assessing students who have progressed beyond these initial stages of skill acquisition. Please review the scoring definitions and examples carefully before proceeding.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS ...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE READING SCALE**:

"Often relies on one strategy to read material with incomplete comprehension, seldom interpreting elements of fiction and nonfiction in literary devices."

If you are evaluating the skills of a student who:

- ☐ consistently relies on one or more strategies to read material with good or varying levels of comprehension, the item should be scored "Y"
- ☐ typically relies on one strategy to read material with good or varying levels of comprehension, the item should be scored "Y"
- ☐ rarely relies on one strategy to read material with incomplete comprehension, the item should be scored "N"
- ☐ does not yet rely on one strategy to read material with incomplete comprehension, the item should be scored "N"

Once again, space is provided to add notes helpful to the team. This might include references to data sources that support the student rating, relevant qualitative notes about student performance, or any other details that would be helpful to maintain in the student's instructional record. This information remains at the school. It is not submitted with the test answer document.

Sequencing Scales within a Subject Area

Test administrators should proceed through the scales in a sequential manner until a point is reached at which a student is unable to complete any of the items within a scale. When this point has been reached, proceed to

the Novice Extension Scale in the next subject area and begin scoring there.

Coding the Test Answer Document

1. Enter Student Identification information.

The test answer document is filled in by the Text Administrator *after* the Alternate Assessment Scale has been completely scored. Use a #2 pencil to enter information on the test answer document.

In the space designated on the test answer document, the Test Administrator should enter information for each of the following on the bottom half of the test answer document:

Section of Answer Document	Directions for Completion
Student Name	Bubble in the letters corresponding to the student's name, following the last name, first name format indicated on the answer document
Date of Birth	Bubble in the month and year of the student's birth.
Student Gender	Bubble in the correct descriptor.
Test (ITBS) Form	Leave blank for the AAS, UNLESS student is taking the Alternate Assessment for some subtests, and The Iowa Tests for others. If this is the case, the form of the ITBS taken should be entered.
Cogat Level	Leave blank.
Race/Ethnicity	Mark only one selection in this category. If the student has multiple racial/ethnic origins, select the best single descriptor for this student.
Student I.D. number	The procedure for assigning a Student I.D. number is determined at the school level. The Test Administrator for the AAS should consult with the Test Coordinator for the school to determine how to complete this section.

2. Enter Student Questionnaire Responses

The Student Questionnaire is available from the Test Administrator for the school. The individual completing the Alternate Assessment Scale should respond to these questions for the student based on his/her knowledge of that student. The answers to these questions are recorded in the "**OPTIONAL**" section of the test answer document located at the top of the form.





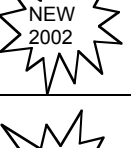

3. Enter Information About Student Program Involvement

The Program(s) area of the answer document contains a list of 10 selections. The abbreviations used in this section are defined in the table below.

- A. Fill in all circles that accurately describe the student who has been assessed.
- B. Select "Other 1" and/or "Other 2" to describe the length of time the student has been enrolled in the school/district. Leave blank if neither descriptors apply to this student.

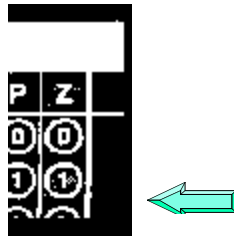
TEST ADMINISTRATOR USE ONLY																			
P	L	G	H	A	I	J	K	L	M	N	O	P	Z	PROGRAMS					
(Mark all that apply)														<input type="checkbox"/> EE <input type="checkbox"/> WG <input type="checkbox"/> SM <input type="checkbox"/> T L <input type="checkbox"/> FRL <input type="checkbox"/> T M <input type="checkbox"/> GT <input type="checkbox"/> Other 1 <input type="checkbox"/> FLL <input type="checkbox"/> Other 2					

Program Code Acronyms and Definitions

Code	Definition
SE	Special education student, identified as being disabled, who has an IEP.
504	Student identified as 504, who has a 504 plan.
F/RL	<p>Student who is eligible for free or reduced-price lunch participation.</p> <p> Due to the confidential nature of this designation, the ITBS/ITED answer sheet must be coded by: (a) a district or school building test coordinator (i.e., test coordinator), OR (b) the local school district official who determines free and reduced-price eligibility (i.e., school food official). See Test Coordinator's Manual for more details.</p>
GT	<p> Students identified and served as Gifted and Talented.</p>
ELL	Student identified as limited English proficient. Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered. A more detailed definition is provided in Appendix A.
MG	Student who has migrant status. A child is designated "migrant" and considered eligible for services under the Title 1 Part C statute if he or she meets very specific conditions extracted from the law. A detailed definition is provided in the Test Coordinator's Manual.
TIL	<p> Student received Title I services in Language Arts, Reading, or any other subject except Math in a Targeted Assistance School. Do not code for students in an official Title I Schoolwide Program.</p>
TIM	<p> Student received Title I services in Math in a Targeted Assistance School. Do not code for students in an official Title I Schoolwide Program.</p>
Other 1	<p> Student has not been enrolled in the school for the entire year (on or before the official Fall Enrollment Count, 10/2/01).</p>
Other 2	<p> Student has not been enrolled in the district for the entire year (on or before the official Fall Enrollment Count, 10/2/01).</p>

4. Indicate that the Student was Assessed Using the Alternate Assessment Scale

Fill in the 1" circle in Column Z in the "Test Administrator Use Only" section of the test answer document.



5. Calculate Subtest Scores for each Subject Area and Enter Total Score on Test Answer Document



Subtest scores for the AAS are recorded in the "Test Administrator Use Only" section of the answer document in Rows G through K. These rows contain double columns of numbers from 0-9, and are able to accommodate any score between 0 and 99. The rows are defined as follows:

Row	Subtest
G	Communication Arts - Reading score
H	Communication Arts - Writing score
I	Mathematics score
J	Social Studies score
K	Science score

To calculate the total score for a subtest, examine the completed test document. Add up the total number of “Y” responses recorded in the summary boxes at the end of *each scale* within this subject area. This sum represents the total subtest score attained by the student.

Enter this score in the appropriate row as defined in the chart above, and repeat this process for the remaining subtests of the AAS. If a subtest score falls between 0 and 9, the score should be entered in a two-digit format (e.g., 00, 01, 02, 03).

Coding test participation that includes multiple-test formats.

It is possible that a student could take some subtests of The Iowa Tests while requiring the Alternate Assessment Scale for other subtests. In this situation, the form of The Iowa Tests that is taken should be coded in the section labeled ITBS FORM, and a “1” would also be coded in the Z column of the “Test Administrator Use Only” section to indicate that the Alternate Assessment Scale was used. The AAS subtest score(s) would be entered for those scales administered in this manner in the appropriate column(s) in the G-K section of the Test Administrator Use Only section of the answer form.

General Notes

Columns on the answer form that end with a “No” circle or with an “N” have a special purpose. These circles should only be filled in when the Test Administrator erases a code and does not replace it with another. For example, if the Test Administrator erroneously entered a subscale score in column G rather than column H, the circle in column G would be erased AND the “No” circle in this column would be filled in. This prevents the scoring equipment from picking up an erasure shadow. Do not use the “No” or “N” circles for any reason other than the one just described.

Routing Alternate Assessment Scale Test Materials

The Test Answer Documents for the Alternate Assessment Scale should be directed to the Test Coordinator for your school. The Test Coordinator has the responsibility to double check that all forms have been completely filled in, and are accounted for in test completion tallies for each class. The Alternate Assessment Scale test booklet should be retained in each student's individual file.

COMMUNICATION ARTS - READING



Scale 1: Novice Extension

An eighth-grade student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Use the examples in italics to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.


Score the item "N"

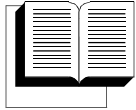
Student Rating	Novice Extension Reading Performance Standards
Y N	(a) Responds consistently to familiar people, places, and objects (<i>ex., smiles when approached by best friend; locates own locker in hallway; selects favorite cassette from choice of two tapes</i>).
Y N	(b) Demonstrates familiarity with object by using it for its intended purpose (<i>ex., depresses switch to activate computer; uses remote to change TV stations; goes to office to deliver message when handed message folder</i>).
Y N	(c) Reads/interprets picture symbols in everyday routines and environments (<i>ex., follows print or picture schedule to move from class to class; reads class material that has been modified by adding pictures to support understanding; responds to informational signs in the school and community</i>).
Y N	(d) Identifies individual letters of the alphabet (<i>ex., finds word that starts with "b"; student identifies individual letters of own name; recognizes Braille form of single letters; finds letters on keyboard</i>).

Student Rating	Novice Extension Reading Performance Standards
Y N	(e) Recognizes own name in print (<i>ex., identifies name on blackboard; finds own paper from basket of graded work; places work in folder labeled with student's name</i>).
Y N	(f) Reads self-composed text and simple text in context (<i>ex., reads information entered in personal journal with or without picture support; reads grocery list; reads food labels; depresses switch to "read" assigned section of group report</i>).
Y N	(g) Uses basic phonemes and contextual cues to decode new words (<i>ex., reads high-interest/low-vocabulary books and magazines; sounds out unfamiliar words in modified classroom materials</i>).
Y N	(h) Has sight word vocabulary of up to 50 words (<i>ex., identifies names of people, things, and places in the immediate environment; reads directions in simplified cookbook; reads informational/directions signs in the school and community</i>).
Y N	(i) Shows interest in books (<i>ex., handles print material appropriately; demonstrates interest in adapted or high-interest/low-vocabulary books; listens to books on tape</i>).
Y N	(j) Uses literary activities for personal enjoyment and reference (<i>ex., seeks out books for enjoyment; checks books out from library; listens to books on tape as a free-time activity; looks up phone number to order pizza</i>).
Comments/Instructional Notes	

Add up total number of "Y" responses and enter number in the box.

IF THE TOTAL IS —

 <p><u>1 or more</u></p>	
--	--



Scale 2: Novice

An eighth-grade student at the Novice Reading Level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. Read each of the Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE READING SCALE**:

"Often relies on one strategy to read material with incomplete comprehension, seldom interpreting elements of fiction and nonfiction in literary devices."

If you are evaluating the skills of a student who:



- ☐ **consistently** relies on one or more strategies to read material with good or varying levels of comprehension, the item should be scored "Y"
- ☐ **typically** relies on one strategy to read material with good or varying levels of comprehension, the item should be scored "Y"
- ☐ **rarely** relies on one strategy to read material with incomplete comprehension, the item should be scored "N"
- ☐ **does not yet** rely on one strategy to read material with incomplete comprehension, the item should be scored "N"

Student Rating		Novice Level Reading Performance Standards
Y	N	(a) Demonstrates a literal understanding of the reading material.
Y	N	(b) Makes few predictions and connections between new material and prior knowledge, usually locating main ideas, but seldom identifies supporting details when reading material appropriate to the eighth grade.

Student Rating		Novice Level Reading Performance Standards
Y	N	(c) Often relies on one strategy to read material with incomplete comprehension, seldom interpreting elements of fiction and nonfiction in literary devices.
Y	N	(d) Uses a limited eight-grade reading vocabulary.
Y	N	(e) Seldom articulates the strategies used to monitor reading progress.
Y	N	(f) Rarely sets or meets reading goals.
Y	N	(g) Compares information, language, and point of view from two print or nonprint sources.
Comments/Instructional Notes		



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

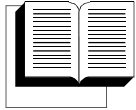
1 or more

Proceed to the Nearing Proficiency Scale

Zero

Proceed to the Communication Arts Writing Scales



Scale 3: Nearing Proficiency

An eighth-grade student at the Nearing Proficiency Reading Level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. Read each of the Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY READING SCALE**:

"Sometimes combines strategies to read material with comprehension."

If you are evaluating the skills of a student who:

☐ consistently combines strategies to read material with comprehension, the item should be scored "Y"

☐ does, at times, combine strategies to read material with comprehension, the item should be scored..... "Y"

☐ is beginning to combine strategies to read material with comprehension, the item should be scored..... "N"



☐ does not yet combine strategies to read material with comprehension, the item should be scored..... "N"

Student Rating		Nearing Proficiency Level Reading Performance Standards
Y	N	(a) Demonstrates a literal understanding of the reading material and makes some interpretations.
Y	N	(b) Makes some predictions and connections between new material and prior knowledge, usually locating main ideas, and identifies some important supporting details when reading material appropriate to the eighth grade.

Student Rating		Nearing Proficiency Level Reading Performance Standards
Y	N	(c) Sometimes combines strategies to read material with comprehension.
Y	N	(d) Sometimes interprets elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level.
Y	N	(e) Sometimes articulates, but seldom evaluates, the strategies used to monitor reading progress.
Y	N	(f) Sets reading goals and sometimes meets them.
Y	N	(g) Sometimes self-selects appropriate material to meet a reading purpose.
Y	N	(h) Compares information, language, and points of view between and among print or nonprint sources, but seldom integrates information.
Comments/Instructional Notes		



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

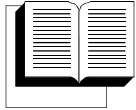
1 or more

Proceed to the Proficient Scale

Zero

Proceed to the Communication Arts Writing Scales



Scale 4: Proficient

An eighth-grade student at the Proficient Reading Level demonstrates solid academic performance. Read each of the Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **PROFICIENT READING SCALE**:

"Combines and monitors a variety of strategies to fluently read material with comprehension, interpreting elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level."

If you are evaluating the skills of a student who:



- ☐ consistently combines and monitors a variety of strategies to fluently read material with comprehension, the item should be scored....."Y"
- ☐ typically combines and monitors a variety of strategies to fluently read material with comprehension, the item should be scored....."Y"
- ☐ is beginning to combine and monitor a variety of strategies to fluently read material with comprehension, the item should be scored....."N"
- ☐ does not yet combine and monitor a variety of strategies to fluently read material with comprehension, the item should be scored....."N"

Student Rating		Proficient Level Reading Performance Standards
Y	N	(a) Consistently makes predictions and connections between new material and prior knowledge, locates and interprets stated and inferred main ideas, and identifies important supporting details when reading material appropriate to the eighth grade.
Y	N	(b) Combines and monitors a variety of strategies to fluently read material with comprehension, interpreting elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level.

Student Rating		Proficient Level Reading Performance Standards
Y	N	(c) Articulates and evaluates the strategies used to monitor reading progress.
Y	N	(d) Sets and meets reading goals.
Y	N	(e) Self-selects appropriate material to meet reading purposes, and defines purposes for reading.
Y	N	(f) Compares, contrasts, and integrates information, language, and points of view from many print and nonprint sources by making clear inferences, drawing conclusions, and making connections to personal experiences, including other reading experiences.
Y	N	(g) Identifies some literary devices that authors use in composing text.
Comments/Instructional Notes		



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

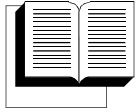
1 or more

Proceed to the Advanced Scale

Zero

Proceed to the Communication Arts Writing Scales



Scale 5: Advanced

An eighth-grade student at the Advanced Reading Level demonstrates superior performance. Read each of the Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **ADVANCED READING SCALE**:

"Flexibly combines and monitors a variety of strategies to fluently and critically read material with comprehension, interpreting complex elements of fiction and nonfiction, literary devices, and vocabulary beyond eighth-grade level."

If you are evaluating the skills of a student who:

- ☐ consistently flexibly combines and monitors a variety of strategies to fluently read material with comprehension, the item should be scored....."Y"
- ☐ typically flexibly combines and monitors a variety of strategies to fluently read material with comprehension, the item should be scored "Y"
- ☐ is beginning to flexibly combine and monitor a variety of strategies to fluently read material with comprehension, the item should be scored..... "N"
- ☐ does not yet flexibly combine and monitor a variety of strategies to fluently read material with comprehension, the item should be scored..... "N"

Student Rating		Advanced Level Reading Performance Standards
Y	N	(a) Demonstrates self-motivation and independence as a learner.
Y	N	(b) Describes abstract themes and ideas of the overall reading selection.

Student Rating		Advanced Level Reading Performance Standards
Y	N	(c) Consistently makes accurate predictions and connections between new material and prior knowledge, interprets stated and inferred main ideas, and identifies important supporting details when reading material beyond the eighth grade.
Y	N	(d) Flexibly combines and monitors a variety of strategies to fluently and critically read material with comprehension, interpreting complex elements of fiction and nonfiction, literary devices, and vocabulary beyond eight-grade level.
Y	N	(e) Articulates and evaluates strategies used to monitor reading progress.
Y	N	(f) Sets and meets reading goals.
Y	N	(g) Consistently self-selects a variety of material, defines purposes for reading them, and provides thorough, thoughtful, and extensive responses.
Y	N	(h) Analyzes both meaning and form and supports that analysis explicitly with examples from the reading material.
Y	N	(i) Compares, contrasts, integrates, evaluates, and extends information, language, and point of view from many print or nonprint sources by relating it to his/her experiences and to world events.
Comments/Instructional Notes		

Add up total number of “Y” responses and enter number in the box.



Proceed to the Communication Arts - Writing Scales beginning on the next page.

COMMUNICATION ARTS - WRITING



Scale 1: Novice Extension

An eighth-grade student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Writing Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Use the examples in italics to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.

Score the item "N"


Student Rating	Novice Extension Writing Performance Standards
Y N	(a) Uses consistent behavior (non-symbolic) to get attention and convey feelings, thoughts, and needs, understandable by those who know the student (<i>ex., uses differentiated facial expressions or vocalizations to convey these messages; makes specific sound when agitated; uses body posture/tone to indicate interest/disinterest in activity</i>).
Y N	(b) Demonstrates a preference when presented with a choice of two or more objects or activities (<i>ex., looks at can of Coke when a Coke and carton of milk are presented to indicate preference; points to the CD she wants to listen to when two are held up; moves toward work station in art room when asked which activity he wants to do</i>).
Y N	(c) Uses symbols singly or in combination to express thoughts, feelings, and needs (<i>ex., selects and offers picture symbol to teacher to say "I want a break"; uses manual sign to request "more _____"; depresses picture of hamburger on Big Mac switch to order cheeseburgers and fries at McDonalds</i>).
Y N	(d) Uses writing tools to draw and/or write (<i>ex., holds and uses markers, pens, or pencils; makes selections on Intellitools keyboard to "write" answer; uses computer keyboard to create simple text</i>).

Student Rating	Novice Extension Writing Performance Standards
Y N	(e) Copies/traces written text (<i>ex., uses typing tutor software to learn keyboard; creates personal daily schedule by sequencing picture symbols in order written on the board; uses print model to type name on document</i>).
Y N	(f) Relates personal information in print format when requested (<i>ex., writes name on school papers; types name on assignments; uses name stamp to check out library book; takes out printed identification card to provide phone number</i>).
Y N	(g) Expresses self and relates information to others in print format (<i>ex., points to picture of "bicycle" to select next activity in workout room; sequences pictures to describe science experiment that was conducted; creates grocery list by selecting pictures of needed items; writes/types thoughts using simple words/sentences</i>).
Y N	(h) Dictates thoughts for others to record in writing (<i>ex., responds by indicating "yes/no" to make selections about what specific information should be part of a written report; writes book report with assistance of peer scribe; uses voice-input software to create written documents</i>).
Comments/Instructional Notes	


Add up total number of "Y" responses and enter number in the box.

IF THE TOTAL IS —

1 or more

⇒  Proceed to the Novice Scale

Zero

⇒  Proceed to the Mathematics Scales



Scale 2: Novice

An eighth-grade student at the Novice Level of Writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. Read each of the Writing Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE COMMUNICATION ARTS - WRITING SCALE:**

"Is reluctant to revise and needs assistance to evaluate his/her writing."

If you are evaluating the skills of a student who:

- ☐ consistently revises and evaluates his/her writing with or without assistance, the item should be scored "Y"
- ☐ typically revises and evaluates his/her writing with or without assistance, the item should be scored "Y"
- ☐ rarely revises and evaluates his/her writing with assistance, the item should be scored "N"
- ☐ does not yet revise and evaluate his/her writing with assistance, the item should be scored "N"


Student Rating		Novice Level Writing Performance Standards
Y	N	(a) Rarely writes clearly and effectively without assistance.
Y	N	(b) Applies a limited range of skills and strategies in the writing process.
Y	N	(c) Is reluctant to revise and needs assistance to evaluate his/her writing.

Student Rating		Novice Level Writing Performance Standards
Y	N	(d) Demonstrates confusion about forms and has difficulty applying the characteristics to his/her writing.
Y	N	(e) Often lacks purpose and needs guidance to identify an audience or practice in narrative writing at the basic level.
Y	N	(f) Requires direction and support to conduct inquiries.
Y	N	(g) Often uses current and emerging technologies and information sources to communicate.
Comments/Instructional Notes		


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

⇒  Proceed to the Nearing Proficiency Scale

Zero

⇒  Proceed to the Mathematics Scales



Scale 3: Nearing Proficiency

An eighth-grade student at the Nearing Proficiency Level of Writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. Read each of the Writing Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY COMMUNICATION ARTS-WRITING SCALE**:

"Sometimes demonstrates the ability to evaluate writing and reflects on his/her growth as a writer."

If you are evaluating the skills of a student who:



- ☐ consistently demonstrates the ability to evaluate writing and reflect on his/her growth as a writer, the item should be scored "Y"
- ☐ does, at times, demonstrate the ability to evaluate writing and reflect on his/her growth as a writer, the item should be scored "Y"
- ☐ rarely demonstrates the ability to evaluate writing and reflect on his/her growth as a writer, the item should be scored "N"
- ☐ does not yet demonstrate the ability to evaluate writing and reflect on his/her growth as a writer, the item should be scored "N"

Student Rating		Nearing Proficiency Level Writing Performance Standards
Y	N	(a) Occasionally writes clearly and effectively by applying, with assistance, a range of skills and strategies in the writing process.
Y	N	(b) Sometimes demonstrates the ability to evaluate writing and reflects on his/her growth as a writer.

Student Rating	Nearing Proficiency Level Writing Performance Standards
Y N	(c) Recognizes and applies some characteristics of some forms of writing.
Y N	(d) Writes for a narrow range of purposes and audiences, and has limited practice in narrative writing.
Y N	(e) Sometimes initiates his/her own inquiries.
Y N	(f) Uses current and emerging technologies and information sources to communicate.
Comments/Instructional Notes	



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

Proceed to the Proficient Scale

Zero

Proceed to the Mathematics Scales



Scale 4: Proficient

An eighth-grade student at the Proficient Level of Writing demonstrates solid academic performance. Read each of the Writing Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the PROFICIENT COMMUNICATION ARTS-WRITING SCALE:

"Demonstrates the ability to respond to feedback, evaluate his/her writing, and reflect on his/her growth as a writer."

If you are evaluating the skills of a student who:

☐ consistently demonstrates the ability to respond to feedback, evaluates his/her writing, and reflects on his/her growth as a writer, the item should be scored "Y"

☐ typically demonstrates the ability to respond to feedback, evaluates his/her writing, and reflects on his/her growth as a writer, the item should be scored..... "Y"

☐ is beginning to demonstrate the ability to respond to feedback, evaluate his/her writing, and reflect on his/her growth as a writer, the item should be scored..... "N"



☐ does not yet demonstrate the ability to respond to feedback, evaluate his/her writing, and reflect on his/her growth as a writer, the item should be scored..... "N"

Student Rating		Proficient Level Writing Performance Standards
Y	N	(a) Writes clearly and effectively by applying a range of skills and strategies in the writing process.
Y	N	(b) Demonstrates the ability to respond to feedback, evaluate his/her writing, and reflect on his/her growth as a writer.

Student Rating	Proficient Level Writing Performance Standards
Y N	(c) Typically recognizes the structures of various forms of writing and applies these characteristics as he/she writes for a variety of purposes and audiences and in an expanded range of genre, including narrative writing.
Y N	(d) Initiates his/her own inquiries and uses current technologies and information sources to communicate.
Comments/Instructional Notes	



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

Proceed to the Advanced Scale

Zero

Proceed to the Mathematics Scales



Scale 5: Advanced

An eighth-grade student at the Advanced Level of Writing demonstrates superior performance. Read each of the Writing Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the ADVANCED COMMUNICATION ARTS-WRITING **SCALE**:

"Eagerly seeks feedback to evaluate his/her writing and reflects on his/her growth as a writer."

If you are evaluating the skills of a student who:

- ☐ consistently seeks feedback to evaluate his/her writing and reflects on his/her growth as a writer, the item should be scored "Y"
- ☐ typically seeks feedback to evaluate his/her writing and reflects on his/her growth as a writer, the item should be scored "Y"
- ☐ is beginning to seek feedback to evaluate his/her writing and reflect on his/her growth as a writer, the item should be scored "N"
- ☐ does not yet seek feedback to evaluate his/her writing and reflect on his/her growth as a writer, the item should be scored "N"

Student Rating	Advanced Level Writing Performance Standards
Y N	(a) Writes clearly and effectively by independently applying a range of skills and strategies to revise his/her writing.
Y N	(b) Eagerly seeks feedback to evaluate his/her writing and reflect on his/her growth as a writer.
Y N	(c) Identifies variations within writing forms and experiments as he/she applies these characteristics to his/her writing and in an expanded range of genre, including narrative writing.

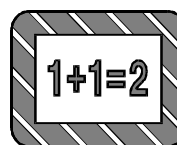
Student Rating		Advanced Level Writing Performance Standards
Y	N	(d) Successfully writes for a variety of purposes and audiences.
Y	N	(e) Initiates his/her own inquiries.
Y	N	(f) Uses current technologies and information sources to communicate.
Comments/Instructional Notes		

Add up total number of “Y” responses and enter number in the box.



Proceed to the Mathematics Scales beginning on the next page.

Grade Eight - Mathematics



Scale 1: Novice Extension

An eighth-grade student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Mathematics Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Using the examples in *italics* to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.



Score the item "N"

Student Rating	Novice Extension Mathematics Performance Standards
Y N	(a) Show awareness of and preference for different attributes of objects (<i>ex., reaches for favorite video to put into VCR; uses hands/mouth for sensory exploration; waits for food to cool before eating</i>).
Y N	(b) Anticipates and responds to patterns and sequences in the context of everyday situations (<i>ex., puts grocery items away on appropriate shelves; looks for Cheerios in cereal aisle of grocery store; separates socks from shirts when sorting laundry</i>).
Y N	(c) Recognizes and responds to concepts of quantity and numbers in everyday situations (<i>ex., recognizes bus number; identifies need to add cans when restocking soda machine; checks out two books at library; uses calculator to check math problems</i>).
Y N	(d) Recognizes and responds to concept of shape in everyday situations within and outside of school (<i>ex., orients coin correctly to put into vending machine; aligns bottles and cans correctly when filling vending machine; cuts pizza into 8 equal slices</i>).

Student Rating	Novice Extension Mathematics Performance Standards
Y N	(e) Recognizes and responds to concepts of quantity and numbers relative to money (<i>ex., uses money to purchase items at store/vending machine; knows that \$5 is more than \$1; uses next dollar up strategy to determine money needed for purchase</i>).
Y N	(f) Demonstrates understanding of basic spatial relationships (<i>ex., safely maneuvers in environment; positions body to best manipulate materials; selects correct-sized bag for groceries; finds various locations within school and community</i>).
Y N	(g) Uses and interprets tools to measure time (<i>ex., associates specific times of the day with regularly scheduled events; reads digital display of watch; uses calendar/schedule to sequence activities; times peer running lap around the track</i>).
Y N	(h) Uses and interprets tools for measuring simple size, weight, quantity, and length (<i>ex., purchases 1 lb. of grapes; weighs self on scale; measures 1 yard of ribbon for crafts project; adds 1 cup of laundry detergent to washer</i>).
Y N	(i) Demonstrates understanding of numbers up to 10 (<i>ex., counts out 4 dollars to purchase movie ticket; gets 3 cans of soup off shelf in grocery store; adds 2 cups of flour to cookie recipe</i>).
Y N	(j) Performs basic addition and subtraction with numbers up to 10 (<i>ex., moves 7 steps on board game after rolling a 4 and 3 on the dice; uses calculator to determine total cost of meal before ordering; knows how many dollars change is expected when purchasing \$6 item with \$10 bill</i>).
Comments/Instructional Notes	



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

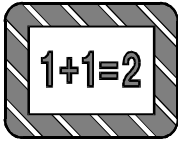
1 or more

Proceed to the Novice Scale

Zero

Proceed to the Social Studies Scales



Scale 2: Novice

An eighth-grade student at the Novice Level of Mathematics is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in mathematics. Read each of the Mathematics Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE MATHEMATICS SCALE**:

"Demonstrates limited and incomplete use of mathematical processes."

If you are evaluating the skills of a student who:



- ☐ consistently demonstrates complete use of mathematical processes, the item should be scored "Y"
- ☐ typically demonstrates complete use of mathematical processes, the item should be scored "Y"
- ☐ is beginning to demonstrate complete use of mathematical processes, the item should be scored "Y"
- ☐ does not yet demonstrate the use of mathematical processes, the item should be scored "N"

Student Rating	Novice Level Mathematics Performance Standards
Y N	(a) Demonstrates limited and incomplete use of mathematical processes.
Y N	(b) Communicates mathematical ideas, but they are often limited and incomplete.
Y N	(c) Sometimes uses numbers, operations, patterns, relations and functions accurately.
Y N	(d) Makes only immediate, concrete, mathematical connections.
Y N	(e) Seldom uses algebraic concepts to solve problems.

Student Rating		Novice Level Mathematics Performance Standards
Y	N	(f) Makes simple and inconsistent predictions and decisions, often inaccurately, based on data, and seldom recognizes complex measurement, geometric relationships, or properties.
Comments/Instructional Notes		



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

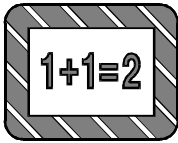
1 or more

Proceed to the Nearing Proficiency Scale

Zero

Proceed to the Social Studies Scales



Scale 3: Nearing Proficiency

An eighth-grade student at the Nearing Proficiency Level of Mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficient-level mathematics. Read each of the Mathematics Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY MATHEMATICS SCALE**:

"Often uses incomplete and incorrect mathematical processes to solve problems, often inaccurately."

If you are evaluating the skills of a student who:

☐ consistently uses complete and correct mathematical processes to accurately solve problems, the item should be scored "Y"

☐ typically uses complete and correct mathematical processes to accurately solve problems, the item should be scored "Y"

☐ is beginning to use complete and correct mathematical processes to accurately solve problems, the item should be scored "N"



☐ does not use mathematical processes to accurately solve problems, the item should be scored "N"

Student Rating		Nearing Proficiency Level Mathematics Performance Standards
Y	N	(a) Often uses incomplete and incorrect mathematical processes to solve problems, often inaccurately.
Y	N	(b) Communicates mathematical ideas, but often inaccurately.
Y	N	(c) Makes connections, but does not generalize and often his/her arguments lack appropriate supporting mathematical ideas.

Student Rating		Nearing Proficiency Level Mathematics Performance Standards
Y	N	(d) Sometimes understands and correctly uses numbers, operations, patterns, relations, and functions.
Y	N	(e) Sometimes uses inaccurate or incomplete representations of rational numbers, proportionality, and algebraic concepts to solve mathematical problems.
Y	N	(f) Sometimes has difficulty recognizing complex measurement and geometric relationships and properties which result in inaccurate solutions.
Y	N	(g) Makes simple predictions and decisions based on basic probability and statistics.
Comments/Instructional Notes		



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

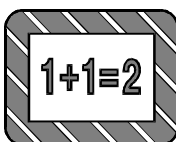
1 or more

Proceed to the Proficient Scale

Zero

Proceed to the Social Studies Scales



Scale 4: Proficient

An eighth-grade student at the Proficient Level of Mathematics demonstrates solid academic performance. Read each of the Mathematics Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **PROFICIENT MATHEMATICS SCALE**:

"Effectively applies mathematical processes correctly to solve a variety of problems."

If you are evaluating the skills of a student who:



- ☐ consistently effectively applies mathematical processes to correctly solve a variety of problems, the item should be scored "Y"
- ☐ typically effectively applies mathematical processes to correctly solve a variety of problems, the item should be scored "Y"
- ☐ is beginning to effectively apply mathematical processes to correctly solve a variety of problems, the item should be scored "N"
- ☐ does not yet effectively apply mathematical processes to correctly solve a variety of problems, the item should be scored "N"

Student Rating		Proficient Level Mathematics Performance Standards
Y	N	(a) Effectively applies mathematical processes correctly to solve a variety of problems.
Y	N	(b) Applies mathematics in a variety of contexts.
Y	N	(c) Uses rational numbers, proportionality, and algebraic concepts to represent and accurately solve mathematical problems.
Y	N	(d) Consistently and accurately uses complex measurement, geometric relationships, and properties to describe the physical world.

Student Rating		Proficient Level Mathematics Performance Standards
Y	N	(e) Formulates logical arguments using appropriate mathematical ideas.
Y	N	(f) Consistently makes reasonable predictions and decisions based on basic probability and statistics.
Comments/Instructional Notes		



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

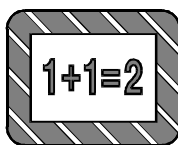
1 or more

Proceed to the Advanced Scale

Zero

Proceed to the Social Studies Scales



Scale 5: Advanced

An eighth-grade student at the Advanced Level of Mathematics demonstrates superior performance. Read each of the Mathematics Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the ADVANCED MATHEMATICS SCALE:

"Is accurate and fluent when applying mathematical processes."

If you are evaluating the skills of a student who:

- ☐ consistently is accurate and fluent when applying mathematical processes, the item should be scored "Y"
- ☐ typically is accurate and fluent when applying mathematical processes, the item should be scored "Y"
- ☐ is beginning to be accurate and fluent when applying mathematical processes, the item should be scored "N"
- ☐ Is not yet accurate and fluent when applying mathematical processes, the item should be scored "N"

Student Rating	Advanced Level Mathematics Performance Standards
Y N	(a) Demonstrates self-motivation and independence as a learner.
Y N	(b) Is accurate and fluent when applying mathematical processes.
Y N	(c) Effectively uses multiple strategies and extends concepts to new situations.

Student Rating		Advanced Level Mathematics Performance Standards
Y	N	(d) Explores hypothetical questions and articulates valid arguments.
Y	N	(e) Applies and extends rational numbers, proportionality, and algebraic concepts to solve real and theoretical problems.
Y	N	(f) Applies complex measurement and geometric relationships to hypothetical situations.
Y	N	(g) Consistently makes accurate predictions and decisions based on basic probability and statistics.
Y	N	(h) Recognizes interconnections within and outside mathematics.
Comments/Instructional Notes		

Add up total number of “Y” responses and enter number in the box.



Proceed to the Social Studies Scales beginning on the next page.

Grade Eight - Social Studies



Scale 1: Novice Extension

An eighth-grade student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Social Studies Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Use the examples in italics to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.



Score the item "N"

Student Rating	Novice Extension Social Studies Performance Standards
Y N	(a) Identifies basic geographic features and settings in the immediate environment and beyond (<i>ex., reacts differently to familiar and unfamiliar settings; identifies home of relative or friend; identifies key landmarks in the school and community; uses simple map</i>).
Y N	(b) Demonstrates understanding of basic directional concepts by locating things and places in familiar and novel environments (<i>ex., turns to investigate source of sound when radio is turned on; retrieves book bag when told it is in the car; delivers message to person in the office</i>).
Y N	(c) Recognizes differences between people of different cultures, gender, and age (<i>ex., reacts differently to familiar and unfamiliar people; finds correct restroom in school and community settings; identifies person to ask for help in school and community settings</i>).

Student Rating	Novice Extension Social Studies Performance Standards
Y N	(d) Demonstrates understanding of order and sequence of events, i.e., past, present, future (<i>ex., uses picture schedule to move to different classes throughout the day; uses calendar to identify day and anticipate upcoming events; can sequence cards to describe an event</i>).
Y N	(e) Demonstrates understanding of basic economic principles (<i>ex., cries to indicate understanding that something is “all gone”; uses money to make simple purchases; understands that a ticket is needed to get into movie</i>).
Y N	(f) Demonstrates an understanding of rules and authority in familiar environments (<i>ex., responds to requests from familiar adults; understands consequences of not following rules at home and school; follows rules of safety in the community; identifies principal</i>).
Y N	(g) Demonstrates qualities of a good citizen at school, home, and in the community (<i>ex., exhibits appropriate behavior with peers and adults; takes turns; completes assigned jobs at home and school; works with others to complete assigned tasks</i>).
Comments/Instructional Notes	



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

Proceed to the Novice Scale

Zero

Proceed to the Science Scales



Scale 2: Novice

An eighth-grade student at the Novice Level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. Read each of the Social Studies Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE SOCIAL STUDIES SCALE**:

"Sometimes applies an inquiry process to locate information for use in limited decision-making scenarios, and seldom evaluates the information."

If you are evaluating the skills of a student who:



- ☐ consistently applies an inquiry process to locate information for use in decision making and evaluates the information, the item should be scored "Y"
- ☐ typically applies an inquiry process to locate information for use in decision making and evaluation of the information, the item should be scored "Y"
- ☐ does, at times, apply an inquiry process to locate information for use in limited decision making and evaluation of the information, the item should be scored "Y"
- ☐ does not yet apply an inquiry process to locate information for use in limited decision making and evaluates the information, the item should be scored "N"

Student Rating		Novice Level Social Studies Performance Standards
Y	N	(a) Sometimes applies an inquiry process to locate information for use in limited decision-making scenarios, and seldom evaluates the information.
Y	N	(b) Sometimes describes, but seldom compares, the principles and structure of power, authority, and governance.
Y	N	(c) Seldom practices citizenship rights and responsibilities.

Student Rating		Novice Level Social Studies Performance Standards
Y	N	(d) Inconsistently locates required geographic information, has difficulty relating this information to a larger geographic problem, and does not clearly understand when to apply specific geographic skills and tools to his/her work.
Y	N	(e) Seldom conducts appropriate research, but with assistance draws a few obvious parallels between historical and current events.
Y	N	(f) Sometimes recognizes fundamental economic issues, but seldom illustrates how they interrelated and affect families, communities, cultures, and nations.
Y	N	(g) Sometimes explains, but seldom compares, how culture influences and diversity contributes to human development, identity, and behavior.
Comments/Instructional Notes		



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

Proceed to the Nearing Proficiency Scale

Zero

Proceed to the Science Scales



Scale 3: Nearing Proficiency

An eighth-grade student at the Nearing Proficiency Level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. Read each of the Social Studies Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY SOCIAL STUDIES SCALE**:

"Applies an inquiry process to locate information for use in limited decision-making scenarios, but has difficulty evaluating the information."

If you are evaluating the skills of a student who:



- ☐ **consistently** applies an inquiry process to locate information for use in decision-making scenarios and information evaluation, the item should be scored "Y"
- ☐ **typically** applies an inquiry process to locate information for use in limited decision-making scenarios and information evaluation, the item should be scored..... "Y"
- ☐ **rarely** applies an inquiry process to locate information for use in decision-making scenarios and information evaluation, the item should be scored..... "N"
- ☐ **does not yet** apply an inquiry process to locate information for use in decision-making scenarios and information evaluation, the item should be scored..... "N"

Student Rating	Nearing Proficiency Level Social Studies Performance Standards
Y N	(a) Applies an inquiry process to locate information for use in limited decision making scenarios, but has difficulty evaluating the information.
Y N	(b) Describes, but with difficulty and compares the principles and structure of power, authority, and governance.

Student Rating		Nearing Proficiency Level Social Studies Performance Standards
Y	N	(c) With assistance, practices citizenship rights and responsibilities across various communities.
Y	N	(d) Gathers information related to geographic problems with assistance, but has difficulty using geographic skills and tools to communicate findings.
Y	N	(e) Sometimes conducts appropriate research and, with assistance, draws parallels between historical and current events and issues.
Y	N	(f) Frequently recognizes fundamental economic issues and, with assistance, illustrates how they interrelate and affect families, communities, cultures, and nations.
Y	N	(g) Explains and sometimes compares how culture influences and diversity contributes to human development, identity, and behavior.
Comments/Instructional Notes		



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

Proceed to the Proficient Scale

Zero

Proceed to the Science Scales



Scale 4: Proficient

An eighth-grade student at the Proficient Level in Social Studies demonstrates solid academic performance. Read each of the Social Studies Performance Standards in the checklist below, and evaluate this student’s performance based on these scoring definitions.

SCORING KEY

IF A STUDENT’S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Fall below the level described in the performance indicator.

Score the item “Y”

Score the item “N”

Consider the following item in the **PROFICIENCY SOCIAL STUDIES SCALE**:

“Applies an inquiry process to locate, evaluate, and use information in a variety of decision-making scenarios.”

If you are evaluating the skills of a student who:



- ☐ consistently applies an inquiry process to locate, evaluate, and use information in a variety of decision-making scenarios, the item should be scored”Y”
- ☐ typically applies an inquiry process to locate, evaluate, and use information in a variety of decision-making scenarios, the item should be scored.....”Y”
- ☐ is beginning to apply an inquiry process to locate, evaluate, and use information in a variety of decision-making scenarios, the item should be scored.....”N”
- ☐ does not yet apply an inquiry process to locate, evaluate, and use information in a variety of decision-making scenarios, the item should be scored.....”N”

Student Rating		Proficient Level Social Studies Performance Standards
Y	N	(a) Applies an inquiry process to locate, evaluate, and use information in a variety of decision-making scenarios.
Y	N	(b) Describes and compares the principles and structure of power, authority, and governance.
Y	N	(c) Practices citizenship rights and responsibilities across various communities.

Student Rating		Proficient Level Social Studies Performance Standards
Y	N	(d) Effectively seeks information, solves problems, and communicates findings using geographic skills and tools.
Y	N	(e) Conducts appropriate research to draw reasonable parallels between historical and current events and issues.
Y	N	(f) Recognizes fundamental economic issues and meaningfully illustrates how they interrelate and affect families, communities, cultures, and nations.
Y	N	(g) Examines and compares and contrasts how culture influences and diversity contributes to human development, identity, and behavior.
Comments/Instructional Notes		



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

Proceed to the Advanced Scale

Zero

Proceed to the Science Scales



Scale 5: Advanced

An eighth-grade student at the Advanced Level in Social Studies demonstrates superior performance. Read each of the Social Studies Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **ADVANCED SOCIAL STUDIES SCALE**:

"Consistently and effectively applies an inquiry process to locate, evaluate, and use a variety of decision-making situations."

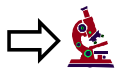
If you are evaluating the skills of a student who:

- ☐ **consistently** applies an inquiry process to locate, evaluate, and use in a variety of decision-making situations, the item should be scored "Y"
- ☐ **does, at times,** apply an inquiry process to locate, evaluate, and use in a variety of decision-making situations, the item should be scored "Y"
- ☐ **is beginning** to apply an inquiry process to locate, evaluate, and use in a variety of decision-making situations, the item should be scored "N"
- ☐ **does not yet** apply an inquiry process to locate, evaluate, and use in a variety of decision-making situations, the item should be scored "N"

Student Rating		Advanced Level Social Studies Performance Standards
Y	N	(a) Consistently and effectively applies an inquiry process to locate, evaluate, and use in a variety of decision-making situations.
Y	N	(b) Clearly describes and compares the principles and structure of power, authority, and governance.
Y	N	(c) Purposefully practices citizenship rights and responsibilities across various communities.

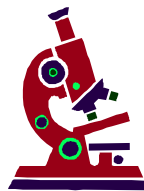
Student Rating		Advanced Level Social Studies Performance Standards
Y	N	(d) Actively explores geographic information and problems, and proposes novel, well-articulated ideas and solutions by independently applying geographic skills and tools.
Y	N	(e) Consistently conducts research to draw <u>unique</u> parallels between historical and current events and issues.
Y	N	(f) Independently recognizes fundamental economic issues and thoroughly illustrates how they interrelate and affect families, communities, cultures, and nations.
Y	N	(g) Critically examines and effectively compares and contrasts how culture influences and diversity contributes to human development, identity, and behavior.
Comments/Instructional Notes		

Add up total number of “Y” responses and enter number in the box.



Proceed to the Science Scales beginning on the next page.

Grade Eight - Science



Scale 1: Novice Extension

An eighth-grade student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this skill area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Science Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Use the examples in italics to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.



Score the item "N"

Student Rating	Novice Extension Science Performance Standards
Y N	(a) Shows interest in and uses senses to investigate familiar and unfamiliar objects, people, events, and settings (<i>ex., explores objects with hands and mouth; looks for source of sounds, smells; searches for favorite toy when not in sight; asks questions about objects and events</i>).
Y N	(b) Responds to properties of matter in various states and forms (<i>ex., shows preference for particular tastes, feel of objects; identifies popcorn before and after it is popped; understands that ice turns to water; identifies items that need to be stored in a refrigerator</i>).
Y N	(c) Detects and responds to changes in things, people, routines, and settings (<i>ex., reacts to different food choices at lunch; assembles picture schedule differently on "A" and "B" days; selects clothes based on weather conditions; identifies new buildings in the community</i>).

Student Rating	Novice Extension Science Performance Standards
Y N	(d) Demonstrates understanding of cause and effect relationships in familiar events and settings (ex., <i>activates switch to turn on tape recorder; knows that turning on hot pot causes water to boil; understands inserting money and pushing button of vending machine causes soda to come out</i>).
Y N	(e) Predicts next event in familiar routines and settings based on observation (ex., <i>understands that presence of lunch box means that it is time to eat; uses calendar box to determine what to do next; packs up school supplies when bell rings</i>).
Y N	(f) Recognizes and responds to properties and attributes of living things and objects (ex., <i>recognizes “big” from “little” piece of cake; differentiates science book from English journal; keeps hands from flames during classroom experiments</i>).
Y N	(g) Understands basic structures, needs, and functions of living things (ex., <i>communicates source of discomfort to adult; understands function of major body parts; takes care of pet</i>).
Y N	(h) Groups objects by similar properties (ex., <i>distinguishes “edible” from “nonedible” objects; sorts mail and places in teacher’s mailbox; sorts oversized from regular-sized books in the library return cart</i>).
Y N	(i) Uses measurement tools to perform tasks and gather information about people, places, and things (ex., <i>refer to calendar or schedule to identify day/activity; use measuring cups when adding ingredients to a recipe; take package to post office to be weighed for correct postage; use ruler to cut paper to correct length</i>).
Comments/Instructional Notes	


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

Proceed to the Novice Scale



Zero

Return to the front of the manual and follow directions for completing the *Test Answer Document*



Scale 2: Novice

An eighth-grade student at the Novice Level is beginning to attain the prerequisite knowledge and skills that are fundamental in science. Read each of the Science Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE SCIENCE SCALE**:

"Seldom formulates or communicates testable questions."

If you are evaluating the skills of a student who:



- ☐ consistently formulates and communicates testable questions, the item should be scored "Y"
- ☐ typically formulates and communicates testable questions, the item should be scored..... "Y"
- ☐ does, at times, formulate and communicate testable questions, the item should be scored..... "Y"
- ☐ does not yet formulate and communicate testable questions, the item should be scored..... "N"

Student Rating		Novice Level Science Performance Standards
Y	N	(a) Seldom formulates or communicates testable questions.
Y	N	(b) Requires direct instruction to complete a plan for a controlled experiment.
Y	N	(c) Has difficulty understanding inferences, observations, and data.
Y	N	(d) Seldom provides examples of how scientific knowledge has changed.

Student Rating		Novice Level Science Performance Standards
Y	N	(e) Gives concrete explanations of the physical world.
Y	N	(f) Seldom describes even the simplest chemical reactions.
Y	N	(g) Identifies organisms, but has difficulty defining common classification schemes.
Y	N	(h) Is unable to explain the interdependence of life and the environment.
Y	N	(i) Sometimes uses models to describe a science concept.
Y	N	(j) Often doesn't make the connection that science and technology are the results of human activity throughout history.
Y	N	(k) Seldom expresses interest in, or seeks out, new information.
Comments/Instructional Notes		


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

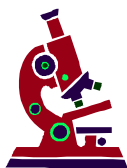
1 or more

Proceed to the Nearing Proficiency Scale



Zero

Return to the front of the manual and follow directions for completing the *Test Answer Document*



Scale 3: Nearing Proficiency

An eighth-grade student at the Nearing Proficiency Level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. Read each of the Science Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY SCIENCE SCALE**:

"Sometimes formulates and communicates testable questions."

If you are evaluating the skills of a student who:



- ☐ consistently formulates and communicates testable questions, the item should be scored "Y"
- ☐ does, at times, formulate and communicate testable questions, the item should be scored "Y"
- ☐ rarely formulates and communicates testable questions, the item should be scored "N"
- ☐ does not yet formulate and communicate testable questions, the item should be scored "N"

Student Rating	Nearing Proficiency Level Science Performance Standards
Y N	(a) Sometimes formulates and communicates testable questions.
Y N	(b) With assistance, completes a plan for a controlled experiment.
Y N	(c) Has difficulty making reasonable inferences.
Y N	(d) Seldom uses or interprets observations or data accurately.

Student Rating		Nearing Proficiency Level Science Performance Standards
Y	N	(e) Provides concrete examples of how scientific knowledge has changed.
Y	N	(f) Gives concrete explanations to describe the physical world.
Y	N	(g) Shows a limited understanding of simple chemical reactions, chemical formulas and physical laws.
Y	N	(h) Often identifies organisms, but is less sure when describing common classification schemes.
Y	N	(i) Provides a limited explanation of the interdependence of life and the environment.
Y	N	(j) Has an emerging understanding of physical models.
Y	N	(k) With assistance, describes how science and technology are the results of human activity throughout history.
Y	N	(l) Is sometimes curious about new information, but seldom seeks it.
Comments/Instructional Notes		


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

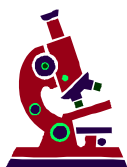
1 or more

Proceed to the Proficient Scale



Zero

Return to the front of the manual and follow directions for completing the *Test Answer Document*



Scale 4: Proficient

An eighth-grade student at the Proficient Level in Science demonstrates solid academic performance. Read each of the Science Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **PROFICIENT SCIENCE SCALE**:

"Often formulates and communicates testable questions."

If you are evaluating the skills of a student who:



- ☐ **consistently** formulates and communicates testable questions, the item should be scored "Y"
- ☐ **typically** formulates and communicates testable questions, the item should be scored "Y"
- ☐ **is beginning** to formulate and communicate testable questions, the item should be scored "N"
- ☐ **does not yet** formulate and communicate testable questions, the item should be scored "N"

Student Rating		Proficient Level Science Performance Standards
Y	N	(a) Often formulates and communicates testable questions.
Y	N	(b) Constructs a plan for a controlled experiment.
Y	N	(c) Makes logical inferences based on observations.

Student Rating		Proficient Level Science Performance Standards
Y	N	(d) Accurately interprets data, providing reasonable examples of how scientific knowledge changes as new evidence and understandings are learned.
Y	N	(e) With supporting detail, describes the physical world showing an emerging understanding of simple chemical reactions, chemical formulas, and physical laws.
Y	N	(f) Identifies and classifies organisms and has a beginning understanding of common classification schemes.
Y	N	(g) Is aware of the interdependence of life and the environment.
Y	N	(h) Explains how characteristics of living things change because of the environment.
Y	N	(i) Has an emerging understanding of physical, theoretical, and mathematical models.
Y	N	(j) Describes and identifies local examples of how science and technology are the results of human activity throughout history.
Y	N	(k) Is often curious about new information and connects past to present.
Comments/Instructional Notes		


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

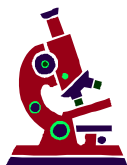
1 or more

Proceed to the Advanced Scale



Zero

Return to the front of the manual and follow directions for completing the *Test Answer Document*



Scale 5: Advanced

An eighth-grade student at the Advanced Level in Science demonstrates superior performance. Read each of the Science Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **ADVANCED SCIENCE SCALE**:

"Independently formulates and communicates testable questions."

If you are evaluating the skills of a student who:

- ☐ consistently independently formulates and communicates testable questions, the item should be scored "Y"
- ☐ typically independently formulates and communicates testable questions, the item should be scored..... "Y"
- ☐ is beginning to independently formulate and communicate testable questions, the item should be scored..... "N"
- ☐ does not yet independently formulate and communicate testable questions, the item should be scored..... "N"

Student Rating		Advanced Level Science Performance Standards
Y	N	(a) Independently formulates and communicates testable questions.
Y	N	(b) Constructs a plan for a controlled experiment.
Y	N	(c) Makes accurate inferences based on observations and data.

Student Rating		Advanced Level Science Performance Standards
Y	N	(d) Creatively illustrates how scientific knowledge changes as new evidence and understandings are learned.
Y	N	(e) Uses supporting details to thoughtfully explain the physical world.
Y	N	(f) Predicts reasonable outcomes of simple chemical reactions.
Y	N	(g) Makes logical connections to events in everyday life.
Y	N	(h) Independently and confidently identifies and classifies organisms describing a basic knowledge of common classification schemes.
Y	N	(i) Is aware of the interdependence of life and the environment and describes how changes affect this interrelationship.
Y	N	(j) Observes, uses, and interprets physical, theoretical and mathematical models to effectively demonstrate and communicate knowledge and understanding.
Y	N	(k) Describes and identifies some examples of how science and technology are the results of human activity throughout history.
Y	N	(l) Independently seeks new information, connects past to present, is always curious about scientific discovery and its significance.
Comments/Instructional Notes		

Add up total number of “Y” responses and enter number in the box.



Return to the front of the manual and follow directions for completing *the Test Answer Document*.

You have completed all of the subscales of the Alternate Assessment Scale. Return to the section of this manual titled “**Coding the Test Answer Document.**”